

 <p>ISSN NO. 2320-5407</p>	<p>Journal Homepage: -www.journalijar.com</p> <h2 style="text-align: center;">INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)</h2> <p style="text-align: center;">Article DOI:10.21474/IJAR01/12319 DOI URL: http://dx.doi.org/10.21474/IJAR01/12319</p>	 <p>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR) ISSN 2320-5407 Journal Homepage: http://www.journalijar.com Article DOI:10.21474/IJAR01/12319</p>
---	---	---

RESEARCH ARTICLE

PROMOTING ART EDUCATION FOR LIFELONG LEARNING AMONG CHINESE SECONDARY EDUCATION: A CRITICAL REVIEW

Baowei Liu

Chongqing Beixinbashu Secondary School, Hechuan District, Chongqing City, China.

Manuscript Info

Manuscript History

Received: 10 November 2020

Final Accepted: 12 December 2020

Published: January 2021

Key words:-

Chinese Education System, Art
Education, Critical Thinking, China
Policies For Art Education

Abstract

The changing paradigmatic of the education sector and learning environment recognizes the need to integrate the art education to boost students' learning capacities and creative thinking. Similarly, China, the emergent world economy also emphasizes the need for the creative education sector and opts to fill the gap in the Chinese education system. The article will provide the literature review in a wide range to see the scope and remits of art education around the globe and how it integrates intelligent and critical thinking of students' and how effective it is and China current policies to fill this gap. Hence, the finding depicts that art education nurtures students' analytical and creative thinking in the changing paradigm of the education sector.

Copy Right, IJAR, 2021,. All rights reserved.

Introduction:-

During the last three decades, China focuses on the economic development and set the strict policies to achieve the targets, but unfortunately sacrifices the art and creativity in this race of economy and technology development. Chinese education system emphasis is more on STEM disciplines, which directly influences the country's growth and establishment. Due to this mainstreams of economy development, the Chinese government paid fewer considerations to art education and neglected the significance of art education. The education system represents a more political influence of communism government (Yue, 2009). Chinese school curriculums have two categories core (mathematics, chemistry, physics, literature, geography and history), and non-core (art, music, performing and sports) subjects. To get enrol in college all the students' have to appear in Chinese examination system called 'Gao Kao' and obtained marks predicts the fate on students' to get the admission according to the set policy of Gao Kao, nether community nor students' paid attention to art and other non-core subjects (Qi, 2020). The Chinese government political strategies and more budget allocation and concern for technological and informational intellectualism efforts impact the society perception regarding these STEM subjects that is the demand of economic development has resulted in the neglecting of art education (Guo, 2013). The stereotype regarding art education and creative thinking left the Chinese students' behind. The learning conceptions of Chinese learner have the profound impact of their culture and education system and lacks the critical thinking and innovation in knowledge acquisition (Li, 2001). At recent Chinese students' lacks the creative skills, and rote learning patterns left the Chinese at international level (Zhao and Hu, 2020). However, most Chinese teachers, students' and parents take art education as a waste of time (Yue, 2009).

Nonetheless, the western education sector more emphasizes on art education, and ultimate significance results made china to think again and revise the education policies to enrich the students' learning more towards creative and in-depth learning. Changing paradigmatic education demands and placing intelligence with education become a

concern for Chinese academia. Hence, intelligence and creativity are two knowledge paradigms (Cunliffe, 2007, p. 2). Therefore, to enhance students' learning capacities, the general and art education needed to focus on critical and intellectual development (Claxton, 2007).

Literature Review:-

Art Education and critical thinking :

Art is all-round cultivation of any individual personality and changing their vision through spiritual, aesthetical and innovative way to enrich with critical thinking. However, creative imaginations and critical thinking ability are more important for art education (Boyes & Reid, 2005; Tadesse, 2020). The contemporary art curricula model that serves as creative with critical self-discipline thinking and self-direction curricula meets the demands of changing societies and personal skills (Burnette, 2005; Burnette & Norman, 1997). Art education possesses and integrates the creative and critical thinking process; the integrated and synergistic possessions of critical and imaginative thought (Paul & Elder, 2006) in the arts must be recognized. In order to investigate quality thinking, this research looks at creativity as a cognitive and generative ability necessary for balanced intelligence (Sternberg, 2003a), which works best in tandem with critical thinking (King, 2004; Paul & Elder, 2006; Tadesse, 2020) and is tempered by practical and emotional intelligence (Goleman, 1996; Sternberg & Grigorenko, 2004), art allows individual to utilize their intelligence in multiple ways (Gardner, 1983).

Moreover, in Gao-Kao test scores and most attention has paid to these subjects, they achieve these academic scores. Therefore, to merge skills, education with knowledge is vital to enhance education quality (Paul & Elder, 2006). To promote the intellectual ability of one's his assurances, engagement, enthusiasm, and conduct altogether leads towards quality thinking (Costa, 2001; Perkins & Ritchhart, 2004). The quality of thinking has to be expanded (Gardner, 2007; Ritchhart, 2001). Early studies of (Argyris & Schön, 1996; Fullan, 2001; Senge, 1990) noted that people rich in critical and imaginative thinking are part of dynamic learning systems. In the Fifth Discipline (1990) says, "As the world becomes more interconnected, organizations that will truly excel in the future will be (those)... that discover how to tap people's commitment and capacity to learn at all levels in an organization" (Peter Senge, 1990 p. 4). Each person's individual development and overall potential depend on their learning communities (Peter Senge, 1990). Besides, a study claimed that schools have to play an important part (Ritchhart, 2001). In the race of knowledge base economies and to achieve the creative thinking goal, the school has a significant role.

Studies regarding the art and cognitive learning process are evident that art education has an impact on basic cognition (Eisner, 1994, 1998, 2002), enhances the quality of thinking patterns (Burton, Horowitz & Abeles, 2000; Lampert, 2006; Luftig, 2000), the progression of imaginative thoughts (Csikszentmihalyi, 1990; Luftig, 1994), and active intellect (Gardner, 1993; Perkins, 1995). Art education not only permutes one is the development and creative thinking even it allows to understand others opinions better and also helps to provides the integration between different disciplines (Bransford et al., 2000; Burton et al., 2000; Catterall, 2002; Marshall, 2006; Moga, Burger, Hetland, & Winner, 1999). Besides, studies mentioned that art education influences students' academic achievement (Eisner, 1998; Winner & Hetland, 2000b). As the Csikszentmihalyi (1990) researched art students' and he mentioned the profound engagement and involvement of art students' in their objects and profound creative and intellectual skills.

Meanwhile, art education is exclusive in its subject; studies noted that art education promotes several skills comprising the critical thinking, decision-making power, execution of the plan, communication, reflective and multiple thinking, fostering brain activities (Eisner, 1998; Lynch, 2007; Lampert, 2006; Heid, 2005). The study of Eliza Pitri's (2003) claimed, "the process of art-making is more important than the product because it could and should involve thinking and problem-solving" (p. 23). Therefore, art education helps create the learning environment that leads students' towards more engagement and motivational patterns of learning where the individual utilized all the aspects of intelligence to execute the model and develop multiple aspects of personality that is the ultimate goal of the modern education system.

The problems of art quality education in china :

In the last decades, art education was most neglected by Chinese political and educational sector. Much concern has given to the STEM disciplines to achieve economic development strategies. While art education, multiple outcomes has driven the attention of Chinese government policies in 2002 and the Ministry of Education established a plan to promote art education at school and higher education sectors. A recent, art education is one of the Chinese government's full policies and to enhance the art education in the country the practical and comprehensive plan has

been taken to enhance the significance of art education (Qi, 2020). Nevertheless, the increasing demand for art education and uplifting policies raised the country's challenges for art education. At school levels, art education adds as the medium of attention for economic reasons. Many schools adopted the art education without the professional teachers, content and training objectives, and physical resources; besides the massive enrollment of students' in art major, apparent failure in outcomes and lacks the quality outcomes of students' academic achievements. Due to the diverse adaptation of art education on different level causes multi-faceted art education in the country. Therefore, at present, the enrollment ratio in art education is declining (Yue, 2009). Even art education become the major of lower score students destination; instead, the medium of multiple domination development of students'. Therefore, impede development in art education, especially at school levels, causes multiple problems. The Chinese assessment system is strictly based on Geo-Kao entry test scores, and the test content only focuses on the academics subjects and no consideration of art education.

However, the lack of awareness regarding art education and the benefits of dynamic learning and creative skills training resulting. Thus, it leads to deficiencies in students' learning conceptions. Besides, the art education theory lags behinds (Yue, 2009) and teaching practices also lack professionalism and training. The low-quality orientation of art education in China is the perception and attention of government policies and education system evaluation system. However, low-quality art education in the country cannot achieve the goals. Western countries are receiving in comprehensive intellectual development and economy development. The barriers are there for art education to play a vital role in the Chinese education system and cultivate its quality of learning.

Reforms and measurement for art education:

To embrace the art education comprehensive learning dynamics, China government has to take serious measurements. As mentioned before, the examination system is merely focused on academic subjects and students' abilities can be only predicted through academic scores and the impact of that academic scores is the game-changer of one's life goal, high score leads to STEM and technology majors, and low score closes the door of academic life. One has to join the vocational colleges. Therefore, this stereotype in the education system left a profound impact on art education. Besides, parents' expectation with their children future also depends on these academic results. So the negligence and lack of art education benefits and diverse outcomes parents, teachers and students' have to be familiar, and school administration and the government have to boost the policies that help fill this gap (Tadesse, 2020). Although it is deeply rooted in the community and education system, the effective policies can cultivate the educational culture and environment that enhance the art education to achieve the contrary fundamental purposes of art education. Mutual awareness of art education disciplines and rich art education experience has to transform into educational leadership, teachers, parents. The Chinese education system needs to develop all-around students' academic development and creativity. Therefore, the strong relationship between teachers and students' and the relationship between them has to enhance to stimulate the students' interest in art education.

Furthermore, art education helps break the old traditional ways of learning and thinking and cultivate the individual's sustainable self-development. Thus, to enrich the art education with the pure soul and zest the basic paradigm of philosophy towards the art discipline and awareness is essential to achieve the cognitive, imaginative, and creative art education outcomes. The Chinese education system needs a comprehensive art education system to integrate learning with students' dynamic skill development.

In sum, Chinese education's shabby art education structure has left a severe concern for students' learning patterns. China's academic development policies and more concern for core subjects lag behind the creativity and cognitive domains of self-developments and learner-centred practices.

Reference:-

1. Argyris, C., & Schön, D. (1996). *Organizational learning II: Theory, method and practice*. Reading, MA: Addison Wesley. Basic Books.
2. Bransford, J., Brown, A., & Cocking, R. (Eds.) (2000). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press.
3. Burnette, C. (2005). *DESIGN: Seven ways of design thinking, A teaching resource*. Retrieved June 15, 2009, from <http://www.idesignthinking.com/main.html>
4. Burnette, C., & Norman, J. (1997). *Design for thinking DK-12*. Tucson, AZ: Crizmac Art and Cultural Materials.

5. Boyes, L. C., & Reid, I. (2005). What are the Benefits of Pupils Participating in Arts Activities? *Research in Education*, 73(1), 1–14. doi:10.7227/rie.73.1
6. Burton, J., Horowitz, R., & Abeles, H. (2000). Learning in and through the arts: The question of transfer. *Studies in Art Education*, 41(3), 228-257.
7. Burton, J., Horowitz, R., & Abeles, H. (2000). Learning in and through the arts: The question of transfer. *Studies in Art Education*, 41(3), 228-257.
8. Catterall, J. (2002). The arts and the transfer of learning. In R. Deasy (Ed.), *Critical Links: Learning in the arts and student academic and social development* (pp. 151–157). Washington, DC: Arts Education Partnership
9. Claxton, G. (2007). Expanding young people's capacity to learn. *British Journal of Educational Studies*, 55(2), 115-134.
10. Costa, A. (2001). Habits of mind. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
11. Csikszentmihalyi, M. (1990). The domain of creativity. In M. A. Runco & R. S. Albert (Eds.), *Theories of Creativity* (pp. 190-212). Newbury Park, California: Sage Publications.
12. Cunliffe, L. (2007). *Using assessment in knowledge-rich forms of learning and creativity to nurture self-regulated strategic intelligence*. Paper presented at 2007 University of Wales Institute Conference: Creativity or Conformity? Building Cultures of Creativity in Higher Education, Cardiff, Wales, UK. Abstract retrieved June 25, 2010, from <http://www.creativityconference07.org/abstracts.php>
13. Eisner, E. (1994). *Cognition and curriculum reconsidered* (2nd ed). New York: Teachers College Press. 161162
14. Eisner, E. (1998). Does experience in the arts boost academic achievement? *Art Education* 51(1), 7-12.
15. Eisner, E. (2002). *Arts and creation of mind*. New Haven, CT: Yale University Press.
16. Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.
17. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligence*. New York:
18. Gardner, H. (1993). *Creating minds*. New York: Harper Collins.
19. Gardner, H. (2007). *Five minds for the future*. Boston: Harvard Business School Press.
20. Goleman, D. (1996). *Emotional Intelligence*. London: Bloomsbury.
21. Guo, S. (2013). National Acts for Transmission of Chinese Culture and Heritage in Arts Education. *Landscapes: The Arts, Aesthetics, and Education Creative Arts in Education and Culture*, 15–26. doi:10.1007/978-94-007-7729-3_2
22. Heid, K. (2005). Aesthetic development: A cognitive experience. *Art Education*,
23. 58(5), 48-53.
24. Lampert, N. (2006). Critical thinking dispositions as an outcome of arts education. *Studies in Art Education*, 47(3), 215-228.
25. Luftig, R. (1994). *The schooled mind: do the arts make a difference? An empirical evaluation of the Hamilton Fairfield Spectra A+ program, 1992-93*. Hamilton, OH: Hamilton Fairfield Arts Association. (ERIC Document No. ED375023).
26. Luftig, R. (2000). An investigation of an arts infusion program on creative thinking, academic achievement, effective functioning, and arts appreciation of children at three grade levels. *Studies in Art Education*, 41(3), 208-227.
27. Li, J. (2001). Chinese conceptualization of learning. *Ethos*, 29, 111-137.
28. Lynch, P. (2007). Making meaning many ways: An exploratory look at integrating the arts with classroom curriculum. *Art Education*, 60(4), 33-38.
29. Marshall, J. (2005). Connecting art, learning and creativity: A case for curriculum integration. *Studies in Art Education*, 46(3), 227-241.
30. Moga, E., Burger, K., Hetland, L., & Winner, E. (1999). Does studying the arts engender creative thinking? Evidence for near but not far transfer. *Journal of Aesthetic Education*, 34(3/4), 91-103.
31. Paul, R., & Elder, L. (2006). Critical thinking: The nature of critical and creative thought. *Journal of Developmental Education*, 30 (2), 34-36.
32. Perkins, D. (1995). *Outsmarting IQ: The emerging science of learnable intelligence*. New
33. Perkins, D., & Ritchhart, R. (2004). When is good thinking? In D. Dai & R. Sternberg (Eds.), *Motivation, Emotion and Cognition: Integrative Perspectives on Intellectual functioning and Development* (pp. 351-384). Mahwah, NJ: Erlbaum.
34. Pitri, E. (2003). Conceptual problem solving during artistic representation. *Art Education*, 56 (4), 19-23.
35. Ritchhart, R. (2001). From IQ to ICE: A dispositional view of intelligence. *Roeper Review*, 23(3), 143-150.
36. Senge, P. (1990). *The fifth discipline*. New York: Doubleday
37. Senge, P. (1990). *The fifth discipline*. New York: Doubleday.

38. Sternberg, R. (2003a). Creative thinking in the classroom. *Scandinavian Journal of Educational Research*, 47(3), 325-338.
39. Sternberg, R., & Grigorenko, E. (2004). Successful intelligence in the classroom. *Theory into Practice*, 43(4), 274-280.
40. Tadesse, E. (2020). The role of Cluster Supervision in Improving Primary Education Curriculum: In the case of Addis Ababa. *International Journal of Curriculum and Instruction*, Vol. 12 No. 1
41. Winner, E., & Hetland, L. (2000b). The arts and academic achievement: What the evidence shows. Double issue of *Journal of Aesthetic Education*, 34(3-4). York: The Free Press.
42. Yue, Y. (2009). On the Problems Existed in Chinese Art Education and the Way Out. *International Education Studies*, Vol. 2, No. 3
43. Qi, Q., & Qi, F. (2020). A Comparative Study of Art Quality Education Between China and Russia. *Advances in Social Science, Education and Humanities Research, Volume 515* Proceedings of the 6th International Conference on Arts, Design and Contemporary Education (ICADCE 2020)
44. Zhao, X, and Hu, y (2020). A phenomenographic study of Chinese Undergraduates' Conceptions of Learning in Transnational Programs; Open SAGE.